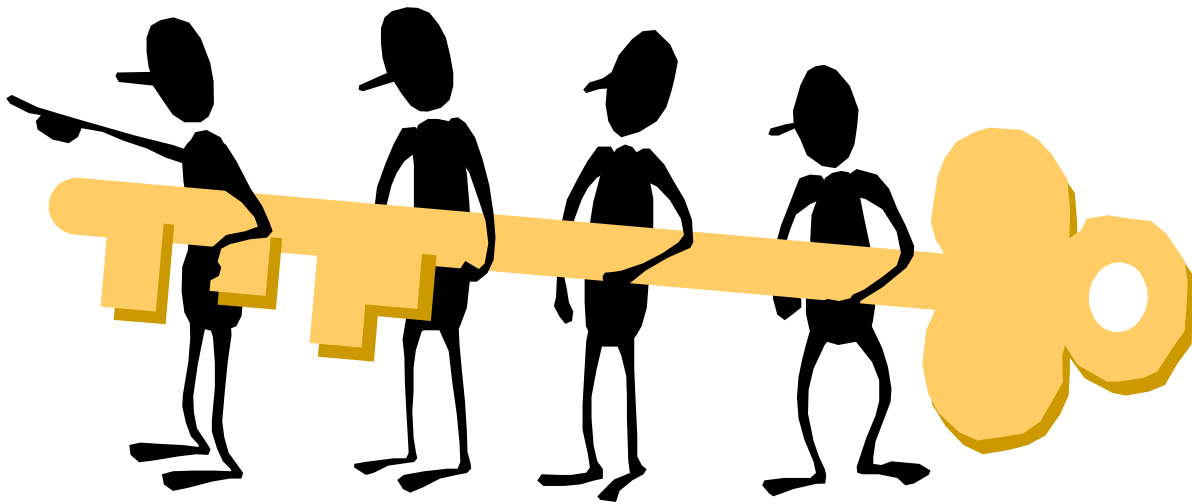


Keys to Strong Families



Family Strengths Project

Developed by Barb Satter
2003

TITLE

“Keys to Strong Families”

GRADE LEVEL

Grades 7-12

PRODUCTS

Family centered activities

Oral Presentations

Newspaper Article

DRIVING QUESTION

What are the characteristics of strong families?

COMPREHENSIVE STANDARD (Family and Consumer Sciences)

3.3 Analyze strong, healthy families

3.3.1 Identify the characteristics of strong, healthy families

3.3.3 Examine the role of family communication to enhance family stability

3.3.4 Analyze skills and resources families’ use in meeting family functions

FACS CONTENT KNOWLEDGE

Key Words: family, communication, strengths, characteristics

ACADEMIC SKILLS

SD Communications Language Arts Standards (6-8)

Goal 1 Indicator 4 Benchmark c: Collect and summarize information to make reasonable and informed decisions

Goal 4. Indicator 1 Benchmark b: Present oral information in a logical and coherent manner.

SD Communications Language Arts Standards (9-12)

Goal 1: Indicator 4: Benchmark a: access and use multiple information sources for a variety of purposes

Goal 1: Indicator 4: Benchmark c: compile and synthesize information to make reasonable and informed decisions

Goal 3: Indicator 3: Benchmark a: analyze and evaluate oral/visual information for relevancy and usefulness.

Goal 3: Indicator 3: Benchmark c: use organizing and categorizing strategies to recall oral/visual information

Goal 4: Indicator 1: Benchmarks:

- a. analyze the purpose/intent of oral presentations to determine appropriate organization/sequence.
- b. deliver information in a logical, organized, and coherent manner
- c. use listener response to evaluate the effectiveness of personal communication

PROCESS OUTCOMES:

Foundation Skills: *Basic Skills*: reading, writing, speaking and listening

Thinking Skills: Problem Solving, Decision Making

Personal Qualities: Individual Responsibility, sociability

Competencies: *Information*: Interpret and Communicate Information, Use a computer to process information

Interpersonal: Teaches others, Exercises leadership

PLANNING TIMELINE

- Day 1: *Define Families.*
Ask guiding questions: What do happy families have in common? Are families happy all of the time? What are characteristics of strong families?
Brainstorm and List characteristics of strong families. Agree on several that your class wants to investigate.
Divide the class into groups of three to five and assign a characteristic to each group.

(Suggestions: Adaptability to change; companionship (time together); communication; support/commitment; appreciative/caring; community involvement; respect; conflict resolution; spirituality; cultural traditions)
Give each group member project guidelines.
Go over the scoring rubric to see what is expected.
- Day 2: Research assigned characteristic and activities in the computer lab.
- Days 3 and 4: Continue research and work on oral presentation
- Days 5 -8: Class presentations; family activities (Allow one class period per group for presentations)
- Day 9: Follow up: Complete group and individual evaluation sheets. As a class, write an article for the local newspaper.

Instructional support:

The computer lab will be reserved for the research activity

PROJECT GUIDELINES:

- Look over the scoring rubric to see what is expected.
- Work within your group and divide up responsibilities.
- Research your assigned family strength on the Internet and in textbooks.
- Design a family activity that relates to your assigned strength that can be done by the entire class acting as a family unit.
- Prepare an oral presentation about your family strength.
- Plan a follow up family activity suitable for publication.
- Write 3 to 5 assessment questions about your family strength.

ASSESSMENTS:

Family Strengths Rubric

Group Evaluation Form

Student Reflection Form (self – evaluation)

FAMILY STRENGTHS PROJECT RUBRIC

	Excellent 5	Good 4	Fair 3	Poor 2
Content	Covers all aspects of the project as outlined in guidelines with outstanding presentation of content.	Includes essential information for project.	Fulfills minimal expectations of the project.	Incomplete.
Activity Completion	Chose an activity related to the assigned topic. Taught it to the class in an easily understood manner.	Chose an activity somewhat related to the topic. Taught in a semi-professional manner.	Chose an unrelated activity. Hard to follow instructions.	Didn't have an activity.
Oral Presentation	Highly organized. Well rehearsed. Delivered well. Engaged audience.	Interesting, somewhat organized. Included the audience.	Did not engage the audience. Used inappropriate language and was delivered poorly.	Oral presentation did not take place.
Participation and use of class time	People show respect for one another and work together on all aspects of the project. Used time well during each class period. Never distracted others	People get along well and share equally in responsibilities. Used time well during each class. Usually focused.	People have trouble solving disagreements; one person does most of the work. Used some of the time well but occasionally distracted others.	Partners argue or fight much of the time and do not share responsibilities. Did not use class time to focus on the project; often distracted others.
Assessment and Quality of Sources	Located at least 3 reliable, interesting information sources. Wrote five quality assessment questions and answers	Located at least 2 reliable information sources. Wrote four quality assessment questions and answers	Located, with some adult help, 1 or 2 reliable information sources and wrote three assessment questions.	Did not locate any reliable sources and failed to write any assessment questions.

Final Score _____

Student Reflection Form

(Self-evaluation)

Name _____

- Four things I learned from the Family Strengths presentations were:

- My favorite activity was:

- If I had more time I would like to add this to my presentation to make it better:

- I learned this about working in groups:

- I could have been a better group member by:

Group Evaluation Form

Family Strength: _____

Group Member: _____

One of the best things about our presentation was:

One thing I think we could have done better in our presentation was:

Next time I work with a group, I will:

A special strength I brought to my group was:

Write the names of all group members. Next to each name, please rate each group members' level of participation (including yourself).

1=not enough, 2=fair, 3= worked very hard

_____	_____
_____	_____
_____	_____

Our grade for our presentation should be _____ because:

FAMILY STRENGTHS PROJECT GUIDELINES

1. Our group's assigned family strength is _____.
2. Find three reliable resources that give information about your family strength.
3. Information to include in your presentation:
 - Name of strength
 - Description of strength
 - Two or three specific ways families can improve upon this strength within their family unit.
 - Benefits of this strength (at least three).
 - Five or more activities families could do to improve this strength
 - Family activity that utilizes this strength to be taught to entire class. (See number 4 below.)
 - Suggestions for large group follow up.
4. Pretend the class is a family and include the class in a family activity taught by your group.
5. Write three to five assessment questions and answers over the material you presented to the class. List your reliable sources on the same paper as your assessment questions.

TEACHERS RESOURCE PAGE

Activity suggestions:

- Family wall calendar
- Family trivia game
- Have one family meal each week where everyone is present and shares with each other.
- Make a family tree together
- Play a board game together
- Put a jigsaw puzzle together
- Conduct a home safety check.
- Plan a nature walk and take pictures.
- Decorate your home for an upcoming celebration.
- Make a family scrapbook. Create a page for each family member.
- Make a family flag. Design and make one to express unique things about your family.
- Have a garage sale and use the money earned for a special family night outing.
- Hold weekly family meetings.
- Create “promise” coupons to give to family members.
- Start a family tradition. (Sunday night popcorn; Saturday morning pancakes; Friday night root beer floats, etc.)
- Attend worship together.
- Divide household chores and rotate weekly.

Works Sited

Cole, Kelly A.. "Promoting Family Strengths" University of Missouri-Columbia University Extension. 10 Feb. 2003
<<http://muextension.missouri.edu/explore/hesguide/humanrel/gh6640.htm>>

"Family Strengths P-2" A Tool Kit for Volunteer Leaders 4-H. 10 Feb. 2003 <<http://4h.unl.edu/volun/ahlen/family.htm>>

Goddard, H. Wallace. "Building Family Strengths" Principles of Parenting Alabama Cooperative Extension System. 10 Feb. 2003 <<http://www.humsci.auburn.edu/parent/strength/>>

Pergola, Joe. "Stress Management: Building Family Strengths" UF/IFAS University of Florida. 10 Feb. 2003
<<http://edis.ifas.ufl.edu/HE330>>

Reid, Joan M.. "Family: Strengthening the Bonds" Ohio State University Extension 10 Feb. 2003 <Goddard, H. Wallace.
\"Building Family Strengths\" Principles of Parenting Alabama Cooperative Extension System. 10 Feb. 2003 >